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ABSTRACT

Materials and procedures for teaching both children and adults to read by a phonic method are described and specimen programs are cutlined. Two books, Formula Phonics and Formula Phonics Reading Book, and a series of 12 30-minute tapes comprise the described materials. From these the learners go directly to anthologies or any other materials which interest them. Programing, defined as a process of inputting into pupils the data they will later be called upon to use in the decoding phase of the reading process, is viewed as basic to the program and is done in the Reading Book and with the help of the tapes. The tapes also insure that both teachers and pupils will learn to make the letter sounds correctly. Since it is recommended that many people be involved in teaching reading by this method, parents, tutors, educational aides, school volunteers, and other students are invited to see the tapes along with the cnes who are being instructed. The following specimens of programs are described: (1) elementary with emphasis on homogeneous grouping for reading, (2) secondary, (3) adult literacy, (4) rural-migrant, (5) college, and (6) penal institutions. References are included. (DH)

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EXHIBIT 2

THE FORMULA PHONICS VIDEO-TAPE READING PROGRAM

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THE FORMULA PHONICS VIDEO-TAPE READING PROGRAM

By Edward O. Vail

Formula Phonics is a broad spectrum[1] reading method which may be used, with equal facility, to teach initial and remedial reading to child or adult. Although the system may be used in the one-to-one setting, its primary design suggests that it be used in groups of five to thirty whose members are thinking in English.[2] Hence, the method may be used to teach reading to pupils of any racial or ethnic background so long as they have been exposed, for example, to enough television. This, because the cartoons which children watch use standard English speech patterns as do adult television programs. The method is used in school-wide and community involvement[3] reading programs and in many different kinds of tutorials.[4] Where Formula Phonics is used, the term "teacher" is appropriate to describe each person---classroom teacher, clinician, tutor, parent, educational aide, school volunteer, fellow student, or the like---who shares a measure of the responsibility in teaching a group to read.

Two books, Formula Phonics[5] and Formula Phonics Reading Book,[6] are used to teach pupils of any age how to read and, at the same time train their teachers how to teach them. The material is presented in such fashion that a teacher must take his pupils out of their Formula Phonics Reading Books and into reading matter of an appropriate reading level after a few weeks of instruction. Thus, pre-schoolers, first,and second graders read only five pages in their Formula Phonics Reading Books before they must be transferred into a fourth grade anthology or, any other material which interests them, so long as it is written on, at least, a fourth grade level. In like manner, older children, adolescents and adults read only five additional pages in the book before they, too, must be transferred into magazines, newspapers, text books, or anthologies where they continue the process of learning to read.

Before any group starts to read, however, all of its members are "programmed." Here, programming refers to a process of in-putting into pupils the data they will later be called upon to use in the word attack, or decoding, phase of the reading process. In the main, programming involves exposing a group to these decoding principles, as opposed to teaching them. All such programming is done in the Reading Book.

Since word attack skills are taught as tension reducing mechanisms, it is important that pupils recognize the absolute reliability of each of the procedures which is a part of the method. Thus, rather than "learning" phonetic units and procedures in isolation, or "learning" them in fragmented fashion which is favored in "stretched" phonetic systems, the pupils are only exposed to them during programming and learn them as they use them to unlock words during the reading process.

Every pupil who takes part in a Formula Phonics reading program must be programmed. (If he already knows phonetics, he could read and wouldn't need to take part in the program!) Once programmed always programmed, and once his group is

programmed, the teacher knows that he is almost guaranteed of getting correct responses from them whenever he asks for word attack data. Because they have been programmed, someone or other in his group - an ever changing model - will always have an answer. Further, because they have been programmed, it is more likely that any member of his group will be able to answer his questions correctly, rather than answering incorrectly or having no answer at all. This is important because during the word attack process, one of the teacher's main responsibilities is to reinforce every correct response and extinguish every incorrect response. Because this is done orally, the entire group shares in the process.

The ease with which his pupils learn word attack skills, permits the teacher of Formula Phonics to spend the greatest measure of each lesson in verbal interaction with his group. This part of the process is called the "dialog" and in format is based on the exchanges between teacher and student and student and student which highlighted the Great Books Program at St. John's University. All of these procedures, of course, are outlined in the teacher's manual, Formula Phonics.

Why The Tapes?

While the teacher's book contains cautions (and even cybrenetic safeguards) which are designed to assure good teaching practices, observations of teachers in their classrooms often found them overriding both. Apparently some teachers either did not understand the concept of exposure (rather than teaching) in programming, or else had a compulsion to drill their classes on the sounds and rules. Perhaps the reason for using "models" was not understood by these teachers, for they were not about to start the reading process until every pupil knew every sound and every rule.

In the one-to-one setting, of course, the subject does need to know "everything." This is one of the major faults in one-to-one and helps explain why it is so strongly opposed in Formula Phonics' reading programs. It should be obvious that by adding only one additional subject to the "one," the chances of eliciting a correct response are doubled. When treating with groups of 15 or 20 programmed subjects, it is nearly impossible to request data and not find at least one "model" who is able to answer correctly and thus, like a child with chicken pox, "infect" his fellows with the correct answer. This is true whether one is asking a first grade group the name and sound of a letter, or an adult group to justify the sound someone has given to a vowel.

Where classes were being drilled, instead of programmed, they were seen to become bored, resentful, and in some cases down right hostile. This, because promises were being made which were not being fulfilled. It should be pointed out, in this respect, that to hear L's sound in isolation means virtually nothing to a pupil. But using the sound to attack a word such as LEVEL provides the strongest kind of reinforcement. Thus, a way was needed to move teachers and their reading groups through programming and into reading in the fewest possible hours.

A second concern centered around the way in which certain teachers were found to be making letter sounds. (Pupils who are taught the incorrect sounds for the letter are needlessly penalized when they try to use these same sounds to attack words.) Although the teacher's book is filled with cautions concerning the disadvantages of teaching the

sounds incorrectly, from time to time the practice was observed in the classroom or tutoring group. In nearly every such case, however, it was noted that the errant teachers were using the books alone and had never taken part in a training class where they could have heard the sounds made correctly.

To assure the success of every Formula Phonics' reading program, a series of 12, thirty-minute video tapes has been made. These tapes are intended to be viewed simultaneously by a teacher (as defined above) and the members of his reading group. Video tapes have been chosen over films so that they may be shown in a lighted room. This permits every pupil to work along in his Reading Book and also permits a meaningful interaction between teacher and group.

The tapes seem to have overcome the twin flaws which were mentioned earlier: those of endless programming and teaching incorrect sounds. Further, the tapes may be used to teach nearly any literate person who has access to a copy of Formula Phonics to teach reading to a group of subjects who have previously seen those very same tapes. Indeed, video tape cassettes and the "little black box" which plays them, will turn any television set in the English-speaking world into a trainer of reading teachers and a programmer of pupils.

The video tape program is recorded on twelve tapes, each one playing about half an hour. The first two tapes constitute a single unit called "the turn-on." These tapes describe the reading process, explain how conventional reading programs teach reading, why those methods didn't work to teach the viewers to read; why remedial methods have not taught the viewers to read, and how the Formula Phonics' method teaches reading. After viewing both tapes, the group is ready to be programmed.

The eight programming tapes are usually viewed once a day, until all have been seen. Older subjects, however, may view two or three of the tapes a day, providing that they are given time between viewings to complete assignments and to discuss what they've seen and heard, and to relax.

Each of the programming tapes calls for interaction between the teacher and the learning group. Pupils are called upon to make the sounds for their teacher; to show the teacher their work, or are told that their teacher will call on them to finish an assignment when the tape has concluded. As they watch the tapes together, it is not uncommon to find that both the teacher and the pupils are hearing the sounds correctly made for the first time. Because of this shared experience, it is unlikely that teacher or pupil will ever accept incorrectly made sounds. The tapes also call for the students to perform certain functions in their Formula Phonics Reading Books, even taking a quiz. After they have seen tape ten, the members of the reading group are ready to read.

Before they start to read, however, the pupils watch two final tapes. These tapes demonstrate how a group is taught to read and the type of reading material appropriate to use.

Tape eleven explains the total reading process and shows how a teacher uses the material in the Formula Phonics Reading Books to start a group on its way to learning how to read.

There are two versions of tape twelve, the final tape. The first of these is shown to pupils through grade 6. This tape explains that when the group has completed the last story in the Reading Book, it will then continue to read in other "hard" material. No more "baby" books! Pupils see how an arithmetic book or the daily newspaper can provide them with a reading lesson. You may be sure that a group which has seen this tape will never permit a teacher to take it back into basal readers.

The final tape which is viewed by older pupils (including adults) makes quite a demand on both them and their teachers. They learn that when they finish the few assignments in the Reading Book (or even concurrent with their instruction in that book) that it is appropriate to practice reading in material such as Martin Luther King's "Letter from Burmingham Jail." They learn as well that for the same reasons that Dr. King's letter has more worth and relevance than does a story about Dick, Jane and Spot, so does a story by a man named Homer, called the Odyssey. No teacher who has taken a group through the tapes can possibly go back to programming his group nor force it to read "baby" books. His pupils will not permit it!

During the period in which a teacher and his group are seeing the tapes, others should see them as well. The group's prime teacher should arrange for as many "caring" persons as is possible to help teach his pupils to read. Thus, other teachers, parents, educational aides, school volunteers, and tutors, as well as other students, if cross-age tutoring fits the model, should view the tapes. By such means, any reading program may be designed to include: a school-wide, community involvement and/or youth-tutoring-youth component.

The cost for setting up a total reading program using Formula Phonics is remarkably low. The program requires a one time outlay for the use of the tapes and for a single book for each teacher and pupil. Aside from their Formula Phonics Reading Books, pupils need no special reading material since they are taught to read in newspapers, magazines, text books, anthologies, and the like. By design, the system uses no reading kits, charts, machines, and no controlled vocabulary books. Nor does it employ film strips, slides, listening posts, talking typewriters or computerized viewing consoles. Neither does it call for written material which has been either misspelled or re-spelled, or which employs artifically made or colored letters. Whatever a pupil learns in his Formula Phonics reading group may be tested every time he must read. This, whether there is a teacher present or not.

Specimen Programs

Obviously, a reading sytem which employs teachers instead of materials to teach pupils to read has nearly unlimited application. A number of specimen programs are outlined beyond:

1. Elementary

In the elementary school, every pupil and every teacher deserves to be immersed in a reading program. The design which follows makes this possible.

Each teacher in the target school rates the reading level of every child in his class, from lowest to highest, and gives the data to the principal or reading coordinator. A split-day schedule is employed with the school's lowest level readers (based purely on reading grade level i.e., can't read, reads at the first grade level, sixth grade level, tenth grade level, and so on) assigned to the morning session and the highest level readers assigned to the afternoon. The advantage of this procedure, of course, is that it cuts the size of the reading class in half and permits very tight grouping.

The same structure is possible without changing the length of the school day when half of a school's population is assigned to reading groups at the same time their fellows are assigned to another activity (such as physical education) which can be monitored by a small number of administrators, para-professionals or parent volunteers. At the end of the first reading period, of course, the two populations change activities. Again, an elementary population may be halved by staggering the lunch hour. However it is done, dividing the pupils into two groups permits the grouping of very low reading ability second and third graders into the near non-reading groups which are dominated by first graders. In such groupings the older children act as models whom the teacher may call upon when no one else knows what should be a sight word, or even to tell the name of a letter.

Whether in the first or second session, boys and girls report to a reading classroom rather than to their regular teacher. Assignment is made on the basis of reading grade placement and it is expected that there will be considerable mixing in age groups. (In the larger elementary school, it is possible to form two or three groups whose members read at the same level, and so permit a consideration of age level in making pupil assignments.) By these actions is formed a ladder of small reading groups whose reading level may stretch from non-readers, in certain of the groups, through high school or college level readers in the most able group.

Twice each day every teacher will have a small, homogeneous reading group assigned to him. The teacher who is assigned the least able group in the first session, is assigned the most able group in the second. As much as possible, all other teachers are assigned in their two groups on this same basis.

All pupils watch the tapes, and two, three, or four groups may be programmed at the same time, providing that each group's teacher is in attendance. After the last tape has been shown, the more able groups enter into a reading program such as that offered in the Junior Great Books' program. These pupils use the knowledge gained by watching the tapes to attack unknown words and to improve spelling. All other pupils read with their teachers, first in the Reading Books, and then in anthologies or in other appropriate material.

At the end of each twenty school-day period, the staff meets to discuss the progress of the pupils. At that time, pupils who have made outstanding progress should be assigned to more able groups. On the first day of the next twenty-day period, every teacher reports to new groups. In the first session, every teacher moves up to the next highest group, except that the teacher with the highest level group moves to the least able group. In the second, the same process is repeated, except that the movement is downward. Every twenty school days this same process is repeated.

This procedure assures that every pupil is always assigned to a group where his highest level of activity is required. Nine times during the school year he will have the opportunity to move to a more able group. Nine times during the school year he will be permitted to study under a different teacher. (A teacher, by the way, who will know the stimulation of working with eighteen different groups of pupils.) One may appreciate the amount of intellectual stimulation that pupils will bring back to their regular class from their reading group. Certainly the first grader who has read with fourth graders, or the fifth grader who has participated in a dialog with seventh and eighth graders will be a far different child than

had he sat all day long with only his fellows. Consider, then, that every member of every class in the school will be subject to this same type of intellectual cross polonization! Further, each month the program is in operation, it will become less a literacy program and more a literature program.

When establishing such a program, school people should use the tapes to train parents, para-professionals, volunteers, and tutors in the Formula Phonics method. This so that every person who is interfaced with a problem reader in a helping role will be able to assist in the process of teaching reading. Soon the troubled reader finds himself immersed in a sea of helping, caring people, all of whom can and are, teaching him how to read.

2. Secondary

The master program should be designed to complement the reading program in any secondary school where there are found numbers of problem readers. At each grade level, academic classes should be "stacked" so that, for example, all of the 9th grade reading and English classes are scheduled during the same periods. The same would hold true for social studies, mathematics, and science classes. If pupils are assigned to such classes according to reading grade placement in the reading and English classes, and reading ability plus academic capability in the other classes, then the same success ladder configuration which was shown in the elementary model, will occur each hour in the secondary. Further, a pupil could move up that ladder (in any, or all of his academic classes) simply by reporting to another room and without the necessity of a major program change.

With the semester underway, each problem reader watches the tapes and completes his programming in the Reading Books during his reading or English class. The teacher of that class learns the method as the tapes program his group and is called the "prime reading teacher." All other teachers, who teach any of the pupils being programmed, learn the method by watching the tapes and by reading Formula Phonics and are called "secondary reading teachers."

"Prime reading teachers" are expected to spend the major share of time each period they are assigned to a group of problem readers, teaching reading. Hence, they should represent the school's most successful and best read teachers. (Regardless of his department, every "prime reading teacher" should be chosen from among those teachers who most love reading.)

Each of the "secondary reading teachers" in the program is expected to teach reading in his major area of concentration. He is to use reading matter which is appropriate to his academic discipline and of an appropriate grade level for his pupils. He will use the Formula Phonics' word attack strategies as often as possible and, of course, take the "question" as far as it will go. In no case will he devote less than 15 minutes each hour to reading. He will not, by the way, confine the "question" to discussions relating only to his own area of interest, but will be free to range wherever the question leads. In such fashion does each of a school's teachers support the others in teaching the target population to read.

It will be seen that the design so far outlined does not provide for the smaller classes as did the elementary program. Further, where there are large classes in a secondary school, it is likely that the reading grade placement spread between the least and most able students will far exceed the recommended two and one-half years. There are remedies for these ills,

however, and they have already been field tested in certain California secondary schools.

In one secondary school system, the target population was made up of non- and near-non reading seventh graders. During the staff development phase of the program (done live since the tapes had not yet been produced), educational aides and high ability 12th grade National Youth Corps students were trained in the method along with the teachers. After district teachers had programmed all of the seventh graders and had the reading process under way, the para-professionals and N.Y.C. students were used to drop class size and to tighten grouping. This was accomplished by having them take groups of five pupils (either the five best or the five poorest readers) from a "prime" reading teacher's class and teaching them apart from their fellows. Thus a teacher could employ one aide and one N.Y.C. tutor to reduce a class size by ten pupils and provide that the pupils who remained were of like reading ability.

In this program, the educational aides were new careerists and so were paid for their in-school teaching. The N.Y.C. students were not paid for the in-school teaching, but received five units of credit instead. After school, however, they were assigned groups of five seventh graders to teach (never the same youngsters they had taught during school time) and for this they were paid. The remainder of the N.Y.C. work week was filled out in attending staff development and strategy sessions with the aides and teachers.

A second program in another district had started after the tapes became available and used only adult volunteers to reduce class size and tighten grouping. The volunteers were recruited by making appeals in the media, and once recruited the volunteers were trained by watching the tapes and reading Formula Phonics. Because all of the school's nearly 2,000 pupils had been programmed, any volunteer could be used to drop any teacher's ("prime" or "secondary") class size by at least five pupils.

By intent, the secondary programs outlined here provide that every target youngster has, each day, reading instruction offered by three, or even four or five others. This is because each person who works with a group may be expected to approach the dialog from a different perspective. For this reason, the coordinator of any literacy program should overlook no pool of literate persons when enlisting allies. He should use the tapes to train college students, militants, retired persons, the literate unemployed, parents or other students. He is not making the best use of the tapes unless they are being used night and day to either program his pupils or to train others to help him with their instruction.

3. Adult Literacy Programs

Most adults who come to a literacy program do so because they have an immediate need which they perceive may only be realized by learning how to read. Within a single adult literacy program one may find pupils who need to learn to read so that they may: get a job; get a better job; get into the service; enter into a training program; read for pleasure, or, perhaps, "help the kids do their homework." These needs cannot wait long periods of time for fulfillment as they are too compelling. Hence, the adult literacy program should make provision for continuous, open enrollment so that whenever a person with a need to learn how to read appears, there is a place for him.

The Formula Phonics video tapes now make it possible to bring adults into ongoing literacy programs, or classes. When an adult comes to a literacy center such as a neighborhood center, adult school, community college or Job Corps facility, he is first assigned to watch the tapes under the guidance of a teacher or tutor who directs his work in the Reading Book. If possible, he should go through this part of the program with a small group of other problem readers so that the reading lessons in the Reading Book can be completed in a group situation. Once this process has been completed, the new pupils may be assigned to ongoing reading groups with such assignment made on the basis of interest area or ability level. It is accepted, of course, that those who teach these groups have themselves studied the video tapes and are using the Formula Phonics method in their instruction.

4. Rural-Migrant Programs

Literacy programs for migratory populations nearly always fail because such programs lack continuity. Today's programs demand that a subject learn a set number of sight words and in their exact order of presentation. Thus, a migrant child who leaves a town where his class was studying page 38 in a basal reader, may next enter a school where a class is reading on page 51. In such case, he will find himself hopelessly behind his fellows and with no way to make up for the words which were unlearned. Indeed, he may enter into a school where totally different basal readers are in use and discover that few of the words he learned in his last school have any predictive value whatever in helping him guess the unknown words in his new books.

By teaching reading as a process, however, Formula Phonics eliminates these problems. This is to say that the letter T makes the same sound in California, Texas or New Jersey; that a T is either "turned on" or "turned off" in Michigan, Florida or New Mexico, and "a vowel says what it must," in Georgia, Washington or Kansas. Thus, the migrant child who sees the tapes and is programmed in one state need never be re-programmed. Having been programmed once, so long as he needs instruction in basic reading, he will fit into any class (regardless of the material being read) where the teacher is using the Formula Phonics method. Later, as his skills increase, he will fit into any class.

In situations where the schools are not using the method, it is only necessary for a Teacher Corps person or a V.I.S.T.A. worker, for instance, to show the tapes to caring persons. Since any television set may be used for this purpose, volunteer tutors who wish to teach the migratory children to read outside of the school setting may be quickly and inexpensively trained.

5. College Programs

Today the nation's universities, colleges and community colleges must focus on a number of different kinds of literacy programs. In the schools of education there is the need for staff to teach teachers how to teach reading. On the campuses of many colleges and universities is often found a community's only reading clinic. Unfortunately, the university and college, and particularly the community college, must contend with functional illiteracy and problem readers among its own student population. These last seem to encompass three distinct groups:

A. Undergraduate non and near non-readers-- Here are the children of the poor who have come to the colleges or universities where there is open enrollment, i.e., most community colleges - or else who were recruited to attend college under the aegis of some type of special program, i.e., California's Educational Opportunity Program. For these students the college must provide both basic literacy and a college education.

B. Undergraduate and graduate "literate non-readers"-Here is a population whose number is legion. They are the pupils who grew up during the age of television and who can read (well enough to pass standardized reading tests) but do not. Such pupils bring nothing to the classroom by which to test that which is being taught and usually are hearing for the first time whatever it is their professor tells them. Victims of elementary reading programs which hold off independent reading ability until the fourth or fifth year, these pupils were seduced from every wanting to read by the transistorized radio and the television set.[8] A few of these pupils have already passed through the schools of education and may be found "teaching" in the schools.

C. Community Adults--Here is the great body of adults who have reading problems and whose major concern is literacy, rather than participation in the entire college program. Because the responsibility for teaching such persons how to read varies from community to community, and so may fall to the college or university, (particularly the community college) these non-reading adults are mentioned here. In this group are found the immigrants, who may or may not be literate in another language; the dropouts and the "pushouts" from the schools; those who had to quit school to support the family, and so on. (A design for teaching such students to read was presented above in Adult Literacy Programs.)

Groups A and B (that is the illiterate and semi-literate, along with the "literate non-readers") may be co-mingled in a single tutorial program whose purpose is the upgrading of the total reading capacity of each and every participant and in a specific population in the community as well. In setting up such a program, the first step is selecting a target population of problem readers from the schools in the community to serve as tutees. The "literate non-readers," in such a program, serve as tutors both for the target population in the community and for the functional illiterates in the college. These last, the functional illiterates, serve first as tutees and later as tutors.

In operation, this program requires that the tapes be viewed by the elementary or secondary school age tutees in the community, the "literate non-reading" tutors, the functional illiterate tutor-tutees, and those professors who are charged with teaching the latter. Each community tutee is supplied with a copy of the Formula Phonics Reading Book, as is each member of the functional illiterate group. This last group, along with the "literate non-reader" tutors and the college teachers involved in the program are also provided with copies of Formula Phonics. The "literate non-readers" should go through the tapes twice, first serving as teachers for the college group and then, again, for the community children.

Following programming, each of the "literate non-readers" begins, at once, to tutor a group of five community tutees as well as a second group of five college tutees. The college tutees are also tutored in reading in groups of five to ten or fifteen by their college teachers who will also use the method with them in formal course work. By determining what it is that the community and college groups read, a university or college staff may provide for the literacy upgrading of both tutors and tutees. (Nothing in the above should suggest that a college or university's most able students should not also be recruited to teach both groups of tutees. This is made possible by the process of programming which permits the assignment of many different tutors to the same group of tutees.)

The program should be self-liquidating. For as the college level tutees develop sufficient reading skills, they are assigned to take over the tutoring responsibilities in the community. Having completed the job, the former "literate non-reading" tutor may wish to continue tutoring in the community, or perhaps to devote his extra time to reading. Finally, because the program is designed to attack illiteracy in the community, it may be expected that within a year or so the community poor will start arriving at the school's front door, rather than at the back.

6. Penal Institutions

It is no more likely that the war against poverty may be won until the poor are taught to read, than it is likely that the war to rehabilitate the nation's convicts may be won until they are taught to read. Indeed, there are many who maintain that the two are part and parcel of the same war. The following program which is designed for use in penal institutions was first outlined to the author by Monte Perez, who is Director of the Educational Opportunity Program at California State College, Los Angeles.

In the program Monte proposed, the video tapes will be used to program those functionally illiterate inmates who wish to learn how to read. The tapes will also be used to train literate volunteers who are chosen from the prison's population as reading teachers. The problem readers will be divided into groups of between five and ten, with such assignment made according to reading ability. One of the inmate teachers will take an entire group through the tape program, the follow-up assignments in the Reading Book, and on into the world of the short story, the novel, newspapers, and magazines. The remaining teachers will work with the several reading groups, on a regular rotating basis, in such content areas as social science, mathematics, science, or vocational education.

The program calls for the inmate teachers themselves to meet in regularly scheduled seminars. At these meetings they will discuss with college staff the strategies of the reading program, and, perhaps, take part in a Great Books program. Teachers are to receive college credit for successful participation in the total program, and will have made available to them by the college, other college level classes. Monte's dream is that as the teacher-inmates accumulate college credits, they will become eligible for parole to continue their education at a college or university. As they move out, the teacher's place in the "educational ladder" will be taken over by many of the same inmates they had earlier taught to read.

INTEGRATIVE LEARNING SYSTEMS, INC.

FORMULA PHONICS VIDEO TAPE READING PROGRAM

PRICING STRUCTURE

PLAN I – Small Group Lease

25 – 50 Students	$25.00 each*
51 – 75 Students	20.00 each*
76 – 100 Students	17.50 each**
101 – 200 Students	15.00 each**

Formula Phonics Student Book furnished to each student and Formula Phonics Teachers Book furnished on a one-to twenty ratio.

* Video Tape Player and 13 ½-hour video tapes included for 25 school days.

** Video Tape Player and 13 ½-hour video tapes included for 35 school days.

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Package includes: 1 Video Tape Player & RF Converter
13 ½-hour Formula Phonics video tapes

$250 per month for 12 months – first and last month in advance.
Option may be exercised at end of 12 months by paying two months additional payments.

Plan III – Purchase

Package includes: 1 Video Tape Player & RF Converter
13 ½ hour Formula Phonics video tapes

$2,595.00

On PLAN II & PLAN III Formula Phonics Teachers Book $5.25
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NOTE: The equipment furnished in each case will connect to any standard television set, thereby converting it to a literacy center.

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(213) 243-2675

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